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correlated to
Virginia
**American History Standards
of Learning
Grades 5-6**

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EDUCATION GROUP



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correlated to
Virginia American History Standards of Learning
United States History to 1877 (Grade 5)

Skills

Standards of Learning, United States History to 1877	ACCESS American History
USI.1 The student will develop skills for historical and geographical analysis, including the ability to a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877;	Student Book: 49, 57, 60, 62, 63, 69, 75, 81, 86, 87, 170
b) make connections between the past and the present;	Student Book: 65, 89, 125, 133
c) sequence events in United States history from pre-Columbian times to 1877;	Student Book: 31-39, 44-51, 53, 56-63, 68-75, 80-87, 92-99, 103, 106-111, 115, 117-123, 125, 127-135, 137, 139-147, 148, 152-159, 163, 166-171, 178-183
d) interpret ideas and events from different historical perspectives;	Student Book: 35, 36, 40, 47, 49, 51, 63, 73, 76, 83, 100, 107, 112, 121, 123, 131, 133, 136, 137, 159, 173, 179, 183
e) evaluate and discuss issues orally and in writing;	Student Book: 22, 23, 25, 27, 28, 29, 35, 36, 38, 39, 40, 47, 49, 50, 51, 52, 59, 61, 63, 64, 71, 73, 75, 76, 83, 85, 87, 88, 95, 97, 99, 100, 107, 109, 111, 112, 119, 120, 123, 124, 131, 133, 135, 136, 144, 145, 147, 148, 155, 157, 159, 160, 167, 169, 171, 172, 179, 181, 184
f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;	Student Book: 12-17, 32-33, 35, 38, 50, 75, 96, 103, 105, 106, 108, 111, 117, 122, 142, 145, 151, 153, 155, 163, 169
g) distinguish between parallels of latitude and meridians of longitude;	Student Book: 12-13

Standards of Learning, United States History to 1877	ACCESS American History
h) interpret patriotic slogans and excerpts from notable speeches and documents.	Student Book: 49, 58, 61, 62, 71, 73, 97, 121, 133, 154, 155, 158, 159, 165, 167, 168, 170, 171, 173, 182

G e o g r a p h y

Standards of Learning, United States History to 1877	ACCESS American History
USI.2 The student will use maps, globes, photographs, pictures, and tables to a) locate the seven continents;	Student Book: 12-13
b) locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;	Student Book: 14-15
c) locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.	Student Book: 14-15

E x p l o r a t i o n t o R e v o l u t i o n : P r e - C o l u m b i a n T i m e s t o t h e 1 7 7 0 s

Standards of Learning, United States History to 1877	ACCESS American History
USI.3 The student will demonstrate knowledge of how early cultures developed in North America by a) locating where the American Indians (First Americans) settled, with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plains (Sioux), Southwest (Pueblo), and Eastern Woodland (Iroquois);	Student Book: 22-27
b) describing how the American Indians (First Americans) used their environment to obtain food, clothing, and shelter.	Student Book: 20-27

Standards of Learning, United States History to 1877	ACCESS American History
<p>USI.4 The student will demonstrate knowledge of European exploration in North America and West Africa by</p> <p>a) describing the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations;</p>	<p>Student Book: 34-38</p>
<p>b) describing cultural interactions between Europeans and American Indians (First Americans) that led to cooperation and conflict;</p>	<p>Student Book: 38, 39, 40</p>
<p>c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.</p>	<p>Student Book: 13, 51</p>
<p>USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by</p> <p>a) describing the religious and economic events and conditions that led to the colonization of America;</p>	<p>Student Book: 44, 46, 48-49, 50</p>
<p>b) comparing and contrasting life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment;</p>	<p>Student Book: 50, 52</p>
<p>c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, indentured servants, and slaves;</p>	<p>Student Book: 50, 51, 53</p>
<p>d) identifying the political and economic relationships between the colonies and England.</p>	<p>Student Book: 46-47</p>

Revolution and the New Nation: 1770s to the Early 1800s

Standards of Learning, United States History to 1877	ACCESS American History
<p>USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by</p> <p>a) identifying the issues of dissatisfaction that led to the American Revolution;</p>	<p>Student Book: 56-57, 58-59, 60, 64</p>
<p>b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence, with emphasis on the ideas of John Locke;</p>	<p>Student Book: 62-63</p>
<p>c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and Thomas Paine;</p>	<p>Student Book: 62, 63, 68-69, 70, 71, 72, 73, 74, 75, 76, 77</p>
<p>d) explaining reasons why the colonies were able to defeat Britain.</p>	<p>Student Book: 71, 74-75, 76, 77</p>
<p>USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by</p> <p>a) identifying the weaknesses of the government established by the Articles of Confederation;</p>	<p>Student Book: 82</p>
<p>b) identifying the basic principles of the new government established by the Constitution of the United States and the Bill of Rights;</p>	<p>Student Book: 86-87, 272-279, 284-291</p>
<p>c) identifying the conflicts that resulted in the emergence of two political parties;</p>	<p>Student Book: 95</p>
<p>d) describing the major accomplishments of the first five presidents of the United States.</p>	<p>Student Book: 94-99</p>

Expansion and Reform: 1801 to 1861

Standards of Learning, United States History to 1877	ACCESS American History
<p>USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by</p> <p>a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;</p>	<p>Student Book: 96-97, 139-147, 148</p>
<p>b) identifying the geographic and economic factors that influenced the westward movement of settlers;</p>	<p>Student Book: 106-107</p>
<p>c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America;</p>	<p>Student Book: 108-109</p>
<p>d) identifying the main ideas of the abolitionist and suffrage movements.</p>	<p>Student Book: 128-129, 134-135</p>

Civil War and Reconstruction: 1860s to 1877

Standards of Learning, United States History to 1877	ACCESS American History
<p>USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by</p> <p>a) describing the cultural, economic, and constitutional issues that divided the nation;</p>	<p>Student Book: 120-121, 130-131, 133, 134, 147, 154-159, 161, 167</p>
<p>b) explaining how the issues of states' rights and slavery increased sectional tensions;</p>	<p>Student Book: 110-111, 154-157, 167</p>
<p>c) identifying on a map the states that seceded from the Union and those that remained in the Union;</p>	<p>Student Book: 151, 153, 159, 163, 166, 169</p>
<p>d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war;</p>	<p>Student Book: 129, 134, 154, 158-159, 164-165, 166, 167, 168, 170, 171</p>
<p>e) using maps to explain critical developments in the war, including major battles;</p>	<p>Student Book: 169</p>
<p>f) describing the effects of war from the perspectives of Union and Confederate soldiers (including black soldiers), women, and slaves.</p>	<p>Student Book: 171, 173, 185</p>
<p>USI.10 The student will demonstrate knowledge of the effects of Reconstruction on American life by</p> <p>a) identifying the provisions of the 13th, 14th, and 15th Amendments to the Constitution of the United States and their impact on the expansion of freedom in America;</p>	<p>Student Book: 179</p>
<p>b) describing the impact of Reconstruction policies on the South.</p>	<p>Student Book: 178-179</p>



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Virginia American History Standards of Learning
United States History: 1877 to the Present (Grade 6)

S k i l l s

Standards of Learning, United States History: 1877 to the Present	ACCESS American History
USII.1 The student will demonstrate skills for historical and geographical analysis, including the ability to a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1877 to the present;	Student Book: 215, 225
b) make connections between past and present;	Student Book: 231
c) sequence events in United States history from 1877 to the present;	Student Book: 187-195, 199, 201-207, 209, 212-219, 223, 226-231, 236-243, 247, 250-255, 259, 262-267
d) interpret ideas and events from different historical perspectives;	Student Book: 191, 193, 197, 221, 230, 233, 239, 253, 264
e) evaluate and debate issues orally and in writing;	Student Book: 191, 193, 195, 196, 203, 204, 207, 208, 215, 216, 218, 220, 227, 229, 230, 231, 232, 239, 241, 243, 244, 250, 253, 255, 256, 264, 265, 267, 268, 275, 279, 280, 287, 291, 292, 298, 301, 303, 304
f) analyze and interpret maps that include major physical features;	Student Book: 200, 201, 214, 227, 236, 237, 239
g) use parallels of latitude and meridians of longitude to describe hemispheric location;	Student Book: 12-13
h) interpret patriotic slogans and excerpts from notable speeches and documents.	Student Book: 202, 203, 232, 239, 253, 275

G e o g r a p h y

Standards of Learning, United States History: 1877 to the Present	ACCESS American History
<p>USII.2 The student will use maps, globes, photographs, pictures, and tables for</p> <p>b) explaining relationships among natural resources, transportation, and industrial development after 1877;</p>	Student Book: 192-193, 194, 205, 216
<p>c) locating the 50 states and the cities most significant to the historical development of the United States.</p>	Student Book: 16-17

R e s h a p i n g t h e N a t i o n a n d t h e E m e r g e n c e o f M o d e r n A m e r i c a : 1 8 7 7 t o t h e E a r l y 1 9 0 0 s

Standards of Learning, United States History: 1877 to the Present	ACCESS American History
<p>USII.3 The student will demonstrate knowledge of how life changed after the Civil War by</p> <p>a) identifying the reasons for westward expansion;</p>	Student Book: 182
<p>b) explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion;</p>	Student Book: 190-191, 192-193, 196, 267
<p>c) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans in the post-Reconstruction South;</p>	Student Book: 180-181
<p>d) explaining the rise of big business, the growth of industry, and life on American farms;</p>	Student Book: 191, 194-195
<p>e) describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.</p>	Student Book: 194, 216

Turmoil and Change: 1890s to 1945

Standards of Learning, United States History: 1877 to the Present	ACCESS American History
<p>USII.4 The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by</p> <p>a) explaining the reasons for and results of the Spanish American War;</p>	<p>Student Book: 202-203, 208</p>
<p>b) explaining the reasons for the United States' involvement in World War I and its leadership role at the conclusion of the war.</p>	<p>Student Book: 214-215</p>
<p>USII.5 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by</p> <p>a) explaining how developments in transportation (including the use of the automobile), communication, and rural electrification changed American life;</p>	<p>Student Book: 192-193, 216</p>
<p>b) describing the social changes that took place, including Prohibition, and the Great Migration north;</p>	<p>Student Book: 188, 192, 216</p>
<p>c) examining art, literature, and music from the 1920s and 1930s, emphasizing Langston Hughes, Duke Ellington, and Georgia O'Keeffe and including the Harlem Renaissance;</p>	<p>Student Book: 216, 221</p>
<p>d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt's New Deal.</p>	<p>Student Book: 213, 217-219, 220</p>
<p>USII.6 The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by</p> <p>a) identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;</p>	<p>Student Book: 226-227</p>

Standards of Learning, United States History: 1877 to the Present	ACCESS American History
b) describing the major events and turning points of the war in Europe and the Pacific;	Student Book: 228-230
c) describing the impact of World War II on the homefront.	Student Book: 231, 232

The United States since World War II

Standards of Learning, United States History: 1877 to the Present	ACCESS American History
<p>USII.7 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by</p> <p>a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations;</p>	Student Book: 231, 238
b) describing the conversion from a wartime to a peacetime economy;	Student Book: 231
c) identifying the role of America’s military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges;	Student Book: 240-241, 242-243, 245
d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities.	Student Book: 250-255
<p>USII.8 The student will demonstrate knowledge of the key domestic issues during the second half of the twentieth century by</p> <p>a) examining the Civil Rights Movement and the changing role of women;</p>	Student Book: 248, 249, 252-253, 255, 256, 257

Standards of Learning, United States History: 1877 to the Present	ACCESS American History
b) describing the development of new technologies and their impact on American life.	Student Book: 260, 261



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