

TEACHER WRAPAROUND EDITION

# *The* AMERICAN VISION

MODERN TIMES



Indiana  
Edition



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# Correlations: Academic Standards for United States History

United States History Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p><b>Standard 1 Early National Development: 1786 to 1877</b>  <i>Students will review and summarize key ideas, events, and developments from the Founding Era through the Civil War and Reconstruction from 1786 to 1877.</i></p>		
<p><b>1.1 Read key documents from the founding eras and explain major ideas about government, individual rights, and the general welfare embedded in these documents. (Government)</b>  <b>Example:</b> Northwest Ordinance (1787), United States Constitution (1787), Federalist Papers 10 and 51 (1787–1788), Bill of Rights (1791), Washington’s Farewell Address (1796), Alien and Sedition Acts (1798), Jefferson’s First Inaugural Address (1801), <i>Marbury v. Madison</i> (1803), and <i>McCulloch v. Maryland</i> (1819).</p>	<p>20–21, 26–27, 36, 40, 43–45, 46–75, 67–68, 78–79, 82–83, 89, 119, R38–R48, R59</p>	<p>30–33, 42–45, 46–75, 80</p>
<p><b>1.2 Explain major themes in the early history of the United States. (Economics, Government)</b>  <b>Example:</b> Federalism, sectionalism, and nationalism; expansion; states’ rights; and the political and economic difficulties encountered by Americans and Native American Indians such as slavery, and liberty versus order.</p>	<p>IN44–IN47, 34–41, 44–45, 78–83, 97–99, 86–115, 117–119</p>	<p>44–45, 88, 95, 98, 113, 117–119</p>
<p><b>1.3 Describe controversies pertaining to slavery, abolitionism, <i>Dred Scott v. Sandford</i> (1857), and social reform movements. (Government, Economics)</b>  <b>Example:</b> Temperance movement, women’s movement.</p>	<p>IN48–IN49, 12–13, 16–18, 37, 93–95, 100–103, 107–115, 117–119, R48–R49, R58</p>	<p>100–103, 108–110, 112, 114, 117–119</p>
<p><b>1.4 Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time. (Government, Economics)</b>  <b>Example:</b> The election of Abraham Lincoln; secession; the Emancipation Proclamation; 13th, 14th, and 15th Amendments; formation of the Ku Klux Klan; Election of 1876; Civil Rights Cases (1883); and Jim Crow Laws.</p>	<p>IN48–IN49, IN64, 119, 120–153, 248–253, R49–R50</p>	<p>IN64, 108, 117, 119, 120–121, 124–129, 131, 140–150, 154</p>



# Focus on Indiana

United States History Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p><b>Standard 2 Development of the Industrial United States: 1870 to 1900</b>  <i>Students will examine the political, economic, social, and cultural development of the United States during the period from 1870 to 1900.</i></p>		
<p><b>2.1 Describe economic developments that transformed the United States into a major industrial power and identify the factors necessary for industrialization. (Economics)</b></p> <p><b>Example:</b> Growth of the railroads, major inventions, and the development of big business, such as the oil and steel industry by John D. Rockefeller and Andrew Carnegie.</p>	<p>IN50–IN51, 180–211</p>	<p>180–181, 188–199</p>
<p><b>2.2 Identify key ideas, movements, and inventions and explain their impact on rural communities and urban communities in the United States. (Economics, Sociology)</b></p> <p><b>Example:</b> Growth of political machine politics (Boss Tweed); Populism (William Jennings Bryan); Grange Movement (Oliver Kelley); agricultural innovations (George Washington Carver, John Deere, Joseph F. Glidden); refrigerated box car (Andrew Chase); the elevator (Elisha Otis); the telephone (Alexander Graham Bell); and the contributions of Thomas Edison.</p>	<p>158–176, 184–185, 209–211, 226–227, 242–247, 255–257</p>	<p>184–187, 209–211, 242–249, 254–257</p>
<p><b>2.3 Identify the contributions of individuals and groups and explain developments associated with industrialization and immigration. (Government, Economics, Sociology)</b></p> <p><b>Example:</b> Jane Addams (Hull House); Jacob Riis (child labor); immigrant groups that provided cheap labor in the railroad, coal, steel and agriculture industries; Chinese Exclusionary Act (1882); and <i>United States v. Wong Kim Ark</i> (1898).</p>	<p>IN50–IN51, IN65, 164–165, 200–207, 210, 214–229, 236–240, 255–257, 313</p>	<p>IN65, 210, 212–229, 236–240, 255–257</p>
<p><b>2.4 Describe the growth of unions and the labor movement and identify important labor leaders associated with these movements. (Government, Economics)</b></p> <p><b>Example:</b> Homestead Strike (1892), Pullman Strike (1894), Haymarket Riot (1886), American Federation of Labor, Samuel Gompers, Eugene Debs, Terence Powderly.</p>	<p>200–211, 255, 299, 311, 331</p>	<p>200–207, 209–211, 255</p>
<p><b>2.5 Compare and contrast government attempts to regulate business and industry. (Government, Economics)</b></p> <p><b>Example:</b> Pendleton Act (1883), Interstate Commerce Act (1887), Sherman Anti-Trust Act (1890).</p>	<p>234–236, 242–247, 256–257</p>	<p>180–181, 187, 234–236, 256–257, 302</p>
<p><b>2.6 Describe the federal government’s policy regarding migration of settlers and the removal of Native American Indians to western territories. (Government, Geography, Sociology)</b></p> <p><b>Example:</b> The Homestead Act (1862), the Dawes Act (1887).</p>	<p>166–179</p>	<p>171–179</p>
<p><b>2.7 Describe and analyze the lasting effect of “separate but equal” established by the U.S. Supreme Court in <i>Plessy v. Ferguson</i> (1896). (Government, Sociology)</b></p>	<p>250–253, 256–257, 313, 316, 622–625, R60</p>	<p>157, 241, 248–253, 256–257</p>



United States History Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p><b>Standard 3 Emergence of the Modern United States: 1897 to 1920</b>  <i>Students will examine the political, economic, social, and cultural development of the United States during the period from 1897 to 1920.</i></p>		
<p><b>3.1 Identify the events and people central to the transformation of the United States into a world power. (Government, Geography)</b>   <b>Example:</b> Events—Spanish-American War (1898), Annexation of Hawaii (1898), Open Door Policy (1899), building the Panama Canal (1903–1914), and World War I (1914–1918); People—William McKinley, John Hay, William Randolph Hearst, Theodore Roosevelt, Woodrow Wilson, Alfred Thayer Mahan, and John J. Pershing.</p>	<p>260–289, 318–347, 355–357, R51</p>	<p>258A, 260–289, 346–347, 355–357</p>
<p><b>3.2 Explain how “The Roosevelt Corollary” (1904) modified the Monroe Doctrine (1823) justifying a new direction in United States foreign policy. (Government)</b></p>	<p>280–283, 286–289</p>	<p>287–289</p>
<p><b>3.3 Compare President Woodrow Wilson’s “Fourteen Points” address to the views of British leader David Lloyd George and French leader Georges Clemenceau regarding a treaty to end World War I. (Government, Geography)</b></p>	<p>342–345, 357, R52</p>	<p>342, 357</p>
<p><b>3.4 Summarize the Versailles Treaty, the formation and purpose of the League of Nations and the interrelationship between the two. (Government)</b></p>	<p>342–345, 356–357</p>	<p>342–345, 355–357</p>
<p><b>3.5 Identify and compare the reforms of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson.</b>   <b>Example:</b> Reforms brought about by the “Square Deal,” “New Nationalism,” and “New Freedom.”</p>	<p>300–317</p>	<p>290–291, 300–313</p>
<p><b>3.6 Identify the contributions to American culture made by individuals and groups. (Sociology, Anthropology)</b>   <b>Example:</b> Frederick Law Olmsted (landscape architect—Central Park), Frances Willard (educator—women’s suffrage movement), Booker T. Washington (African American educator—Tuskegee Institute), W.E.B. DuBois (early civil rights activist), Muckrakers (journalists such as Lincoln Steffens, Jacob Riis, and Upton Sinclair—<i>The Jungle</i>), Woman’s Christian Temperance Union (WCTU), and the National Association for the Advancement of Colored People (NAACP).</p>	<p>IN52–IN53, IN66, 216, 227, 236–241, 252–253, 292–299, 302, 312–317, 350, 392–393</p>	<p>IN66, 240, 294, 296–299, 315–317</p>
<p><b>3.7 Explain the impact of immigration, industrialization, and urbanization in promoting economic growth. (Economics, Geography)</b></p>	<p>181–199, 212–229</p>	<p>222–225</p>



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United States History Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p><b>3.8 Describe the Progressive movement and its impact on political, economic, and social reform. (Economics, Government, Sociology)</b></p> <p><b>Example:</b> Initiative, referendum, and recall; direct election of senators (17th Amendment); women's suffrage (19th Amendment); workplace protection for women and children; expansion of public education; prohibition (18th Amendment); city manager and city commission forms of government; conservation movement.</p>	<p>IN52–IN53, IN66, 238–239, 290–317, 380–381</p>	<p>IN66, 240, 290–299, 315–317</p>
<p><b>3.9 Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: <i>Northern Securities Company v. United States</i> (1904), <i>Muller v. Oregon</i> (1908), <i>Schenck v. United States</i> (1919), and <i>Abrams v. United States</i> (1919).</b></p>	<p>298–299, 300–301, 317, 330–331, R58, R60, R61</p>	<p>303, 317</p>
<p><b>Standard 4 Modern United States Prosperity and Depression: 1920s to 1939</b>  <i>Students will examine the political, economic, social, and cultural development of the United States during the period from 1920 to 1939.</i></p>		
<p><b>4.1 Give examples of support shifting to big business during the postwar period between World War I and the Great Depression. (Government, Economics)</b></p> <p><b>Example:</b> Policies of Warren G. Harding, Calvin Coolidge, Herbert Hoover.</p>	<p>362–365, 368–375, 395, 397, 400–405, 417</p>	<p>362–365, 395, 397, 417</p>
<p><b>4.2 Describe the development of popular culture. (Sociology)</b></p> <p><b>Example:</b> Langston Hughes, F. Scott Fitzgerald, Jazz Age, Harlem Renaissance, radio, phonographs, motion pictures, federal funding of the arts.</p>	<p>184–185, 372, 382–393, 396–397, 408–409, 418–419, 436</p>	<p>358A, 358–359, 382–393, 395–397, 418–419</p>
<p><b>4.3 Explain how America reacted to a changing society by examining issues associated with the Red Scare, Prohibition, the Scopes Trial, the changing role of women and African Americans, the Ku Klux Klan, the Palmer Raids, the National Origins Act, and restrictions on immigration. (Government, Economics, Geography, Sociology)</b></p>	<p>IN54, IN67, 299, 351–353, 357, 376–381, 388–397</p>	<p>IN67, 348–353, 357, 376–381, 395–397</p>
<p><b>4.4 Describe the stock market crash of 1929 and the impact it had on politics, economics, and America's standard of living. (Government, Economics)</b></p> <p><b>Example:</b> Breadlines and Hoovervilles, Smoot-Hawley Tariff, <i>Near v. Minnesota</i> (1931), Bonus Army Marchers (1932), founding of the Congress of Industrial Organizations (CIO), New Deal policies and programs (1933–1938), Wagner Act (1935), Court Packing Controversy (1937), the Dust Bowl, and <i>West Coast Hotel v. Parrish</i> (1937).</p>	<p>IN55, 400–407, 410–419, 420–448</p>	<p>402–405, 414–415, 417–419, 447–448</p>
<p><b>4.5 Identify and describe the contributions of political and social reformers during the Great Depression. (Government, Economics, Sociology)</b></p> <p><b>Example:</b> Herbert Hoover, Franklin and Eleanor Roosevelt, Senator Huey Long, Dorothea Lange, Mary McLeod Bethune.</p>	<p>408–409, 412–419, 420–447, 449</p>	<p>417–419, 423, 425, 447, 449</p>



United States History Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p><b>4.6 Describe New Deal legislation and its effect on government expansion and compare and contrast the views of New Deal proponents and opponents. (Government, Economics)</b></p>	424–449	424–440
<p><b>4.7 Describe technological developments during the 1920s and their impact on rural and urban America. (Economics, Geography, Sociology, Anthropology)</b></p> <p><b>Example:</b> The introduction of the automobile, Henry Ford’s assembly line production, mechanization of agriculture, introduction of modern conveniences, increased urbanization, and growing economic difficulties.</p>	IN54, 368–375, 395, 397, 400–405	368–375, 395, 397
<p><b>4.8 Describe the cause and effect of American isolationism during the 1930s. (Geography, Government, Economics)</b></p> <p><b>Example:</b> American preoccupation with economic conditions in the U.S., the military actions of Mussolini and Hitler, Neutrality Acts (1935–1937).</p>	366–367, 397, 454–459, 481–483	366–367, 397, 481–483
<p><b>Standard 5 The United States and World War II: 1939 to 1945</b>  <i>Students will 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.</i></p>		
<p><b>5.1 Compare and contrast President Franklin D. Roosevelt’s world view with that of Germany’s Adolf Hitler. (Government)</b></p> <p><b>Example:</b> Roosevelt’s 1941 State of the Union Message to Congress (“The Four Freedoms”); Declaration of War (December 11, 1941); the Atlantic Charter (1941); Hitler’s May Day Speech (May 1, 1937).</p>	456–457, 476–479, 481, 483, R53	456, 481, 483
<p><b>5.2 Identify and describe key events that resulted in the United States’s entry into World War II. (Government, Geography)</b></p> <p><b>Example:</b> The rise of totalitarian nations, cash-and-carry policy, Lend-Lease Act (1941), and the Japanese bombing of Pearl Harbor (December 7, 1941).</p>	454–459, 476–479, 482–483	457–459, 474–479, 482–483
<p><b>5.3 Identify and describe key leaders and events during World War II. (Government)</b></p> <p><b>Example:</b> Leaders—Franklin D. Roosevelt and Harry Truman; British Prime Minister Winston Churchill; Russia’s Joseph Stalin; Germany’s Adolf Hitler; Italy’s Benito Mussolini; Japan’s Tojo Hideki; Generals Douglas MacArthur and Dwight Eisenhower; Events—Battle of Midway, Stalingrad, D-Day Invasion of Normandy, Yalta Conference, Potsdam Conference, and dropping of atomic bombs on Hiroshima and Nagasaki.</p>	IN68, 452–481, 483, 494–499, 508–529, 532–537, 561	IN68, 455, 461–465, 483, 494–499, 508–529, 561
<p><b>5.4 Describe Hitler’s “final solution” policy and identify the Allied responses to the Holocaust. (Government, Geography)</b></p>	466–473, 481–483, R76	466–473, 481–483



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United States History Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p><b>5.5</b> Explain the significance of the Supreme Court cases, <i>Korematsu v. United States</i> (1944) and <i>Hirabayashi v. United States</i> (1943), dealing with individual rights and national security during World War II. (Government)</p>	504–505, 528–529, R59	504–505, 528–529
<p><b>5.6</b> Identify and describe the impact of World War II on American culture and economic life. (Government, Economics, Geography, Sociology)</p> <p><b>Example:</b> Changes in the workforce, African Americans in the military, rationing, mobilization of resources, use of media and communications, services available to returning veterans, sacrifice of lives and the effect on families, G.I. Bill, technological improvements in agriculture and industry.</p>	IN56–IN57, 486–493, 500–507, 527–529, 566	450, 456, 484–493, 500–507, 527–529, 566–567
<p><b>Standard 6 Postwar United States: 1945 to 1960</b>  <i>Students will examine the political, economic, social, and cultural development of the United States during the period from 1945 to 1960.</i></p>		
<p><b>6.1</b> Describe 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)</p> <p><b>Example:</b> Events—Truman Doctrine (March 12, 1947), the Marshall Plan (1947), North American Treaty Organization (NATO, 1949), Korean War (1951–1953), Immigration and Naturalization Act (1952), Taft–Hartley Act. Supreme Court cases <i>Dennis v. United States</i> (1951) and <i>Yates v. United States</i> (1957); People—Harry Truman, Senator Joseph McCarthy, Dwight Eisenhower, Secretary of State John Foster Dulles, Douglas MacArthur.</p>	IN57, 532–545, 554–563, 566–568, 589–591, 789, 799, R54	450A, 530–563, 589–591
<p><b>6.2</b> Summarize the early struggle for civil rights and identify events and people associated with this struggle. (Government, Economics, Sociology)</p> <p><b>Example:</b> Executive Order 9981; Jackie Robinson and the desegregation of professional baseball (1947); Thurgood Marshall; Rosa Parks and the Montgomery Bus Boycott (1955–1956); the Civil Rights Act 1957; and the Little Rock school crisis (1957–1958).</p>	491–493, 502–503, 568, 584, 620–639, 649, R56	491–493, 502–505, 584, 622–629, 649–651
<p><b>6.3</b> Describe the constitutional significance and lasting effects of the United States Supreme Court case <i>Brown v. Board of Education</i>. (Government, Economics, Sociology)</p>	624–625, 649–651, 724–726, R55, R58	624–625, 649–651
<p><b>6.4</b> Summarize the economic and social changes in American life brought about by converting a wartime economy to a peacetime economy. (Economics, Sociology)</p> <p><b>Example:</b> Growth of suburbia, the baby boom generation, opportunities for African Americans and women, and the influence of popular culture.</p>	IN57, 566–591	566–567, 572–588, 589–591



United States History Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p><b>Standard 7 The United States in Troubled Times: 1960 to 1980</b>  <i>Students will examine the political, economic, social, and cultural development of the United States during the period from 1960 to 1980.</i></p>		
<p><b>7.1 Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders; grass-roots movements; and central organizations that were active in the movement. (Government, Economics, Sociology)</b></p> <p><b>Example:</b> John F. Kennedy, Robert Kennedy, Lyndon B. Johnson, Reverend Martin Luther King, Jr., Malcolm X, Stokely Carmichael, George Wallace, Earl Warren, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Congress of Racial Equality (CORE), Student Non-Violent Coordinating Committee (SNCC), the American Indian Movement (AIM), March on Washington (1963), Medgar Evers and University of Mississippi desegregation (1962); civil rights protests in Birmingham and Selma, Alabama (1963 &amp; 1965).</p>	<p>IN58–IN59, 620–651, 692–697, 724–729</p>	<p>620–651, 724–729</p>
<p><b>7.2 Read Reverend Martin Luther King, Jr.’s “I Have a Dream” speech (1963) and “Letter from Birmingham Jail” (1963) and summarize the main ideas in each. (Government, Economics)</b></p>	<p>635, 637, R56</p>	<p>631, 635, 637</p>
<p><b>7.3 Identify and describe federal programs, policies, and legal rulings designed to improve the lives of Americans during the 1960s. (Government, Economics)</b></p> <p><b>Example:</b> “War on Poverty,” the “Great Society,” Volunteers In Service to America (VISTA), Civil Rights Act of 1964, Voting Act of 1965, school desegregation, <i>Heart of Atlanta Motel v. United States</i> (1964), <i>Miranda v. Arizona</i> (1966).</p>	<p>596–601, 610–619, 622–639, 643–644, 649–651, 686–691, 696–697, 700, 724–737, R58–R61</p>	<p>599–601, 610–619, 649–651, 700, 735–737</p>
<p><b>7.4 Identify the problems confronting women, immigrants, and Native American Indians during this period of economic and social change and describe the solutions to these problems. (Government, Economics, Sociology)</b></p> <p><b>Example:</b> Discrimination in education and the workplace, César Chávez’s formation of the United Farm Workers, <i>Roe v. Wade</i> (1973), affirmative action, Self-Determination and Educational Assistance Act (1975), Equal Opportunity Acts (beginning in 1963), Immigration Reform Act of 1965.</p>	<p>611–615, 618, 686–701, 724–729, 736–737, 788–793, R60</p>	<p>618, 686–698, 699–701</p>
<p><b>7.5 Identify and describe United States foreign policy issues during the 1960s and 1970s. (Government, Geography)</b></p> <p><b>Example:</b> Vietnamese War, Pentagon Papers (<i>New York Times v. United States</i>, 1971), U.S. relationship with newly independent African nations, Middle Eastern relations, and relations with China.</p>	<p>652–679, 709–711, 722–723, 735–737</p>	<p>652–679, 709–711, 735–737</p>



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United States History Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p><b>7.6</b> Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980 as demonstrated by the Cuban Missile Crisis, the crisis in Berlin, the U-2 incident, the space race, and the SALT agreements. (Government, Geography)</p>	556–559, 602–607, 617–619, 709–711, 722–723, 736	556, 602–607, 617–619, 736
<p><b>7.7</b> Describe the United States’ involvement in Vietnam and reactions by Americans to this involvement.</p>	IN69, 652–679, 682–685, 699, 701, R57, R79	IN69, 664–679, 683, 699, 701
<p><b>7.8</b> Identify causes and the effects of Richard Nixon’s decision to resign the presidency and explain the constitutional significance of the Watergate Scandal and the United States Supreme Court case <i>United States v. Nixon</i>. (Government)</p>	712–717, 735, 737	704–705, 712–717, 735, 737
<p><b>Standard 8 The Contemporary United States: 1980 to the Present</b>  <i>Students will examine the political, economic, social, and cultural development of the United States during the period from 1980 to the present.</i></p>		
<p><b>8.1</b> Describe United States domestic issues and identify trends that occurred from 1980 to the present.</p> <p><b>Example:</b> Air traffic controllers strike (1981), Equal Access Act (1984), Gramm-Rudman-Hollings Act (1985), Iran-Contra Scandal (1986), impeachment of President William Jefferson Clinton (1998–1999), presidential election of 2000, and the attacks of and reaction to September 11, 2001.</p>	740–761, 766–771, 778–785, 788–793, 799, 801, 804–813, 829–831, R57	740–750, 769–771, 780–785, 799, 801, 804–811, 829–831
<p><b>8.2</b> Identify and describe important United States foreign policy issues, the people involved, and the impact on the country. (Government, Geography, Economics)</p> <p><b>Example:</b> Hostage crisis in the Middle East; the end of the Cold War and Ronald Reagan; the Gulf War and George H.W. Bush; the armed conflicts in Afghanistan and Iraq and George W. Bush, Saddam Hussein, and Osama bin Laden; nuclear and biological proliferation throughout the world.</p>	IN70, 722–723, 751–753, 762–765, 769–771, 794–797, 800, 808–819, 829–831, R57	IN70, 722–723, 751–753, 762–771, 786–787, 800, 814–819, 829–831
<p><b>8.3</b> 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).</p>	804–807, 831, R58	805–806, 831
<p><b>8.4</b> Describe developing trends in science and technology and explain how they impact the lives of Americans today.</p> <p><b>Example:</b> NASA and space programs; identification of human, animal, and plant DNA; Internet I and II and the World Wide Web; global climate change; and U.S. energy policy.</p>	718–723, 749, 756–757, 774–777, 797, 799–801, 810	756, 774–777, 779, 797, 799–801



United States History Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p><b>8.5 Describe social, economic, and political issues and how they impact individuals and organizations. (Government, Economics, Geography, Psychology, Sociology)</b></p> <p><b>Example:</b> Immigration, affirmative action and the rights of minorities and women, Social Security and changing demographics, wage earnings and income disparity, government entitlements such as food stamps, Medicare.</p>	<p>IN60–IN62, 724–729, 749, 754, 769–771, 780–784, 788–793, 799–801, 820–824, 829, 831</p>	<p>726–729, 758–759, 769–771, 788–793, 799–801, 829, 831</p>
<p><b>8.6 Analyze the impact of globalization on U.S. economic, political, and foreign policy. (Government, Economics, Geography)</b></p> <p><b>Example:</b> Kosovo, Chile, China, Rwanda, and Sudan; outsourcing; the dependence of the United States on foreign oil; and terrorism.</p>	<p>IN70, 786–787, 794–801, 808–819, 829–831</p>	<p>702, 794–797, 799–801, 829–831</p>
<p><b>Standard 9 Historical Thinking</b></p> <p><i>Students will conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting findings with documentation.</i></p>		
<p><b>9.1 Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.</b></p> <p><b>Example:</b> Using maps, databases, and graphic organizers, such as flow charts, concept webs, Venn diagrams; identify and describe patterns of change regarding the relationship of the United States and Soviet Union leading up to and during the Cold War.</p>	<p>IN66, IN70, 21, 22, 78, 86, 93, 94, 103, 113, 129, 137, 140, 149, 158, 165, 166, 169, 170, 175, 182, 187, 188, 193, 194, 199, 200, 207, 219, 227, 239, 247, 248, 253, 267, 268, 276, 283, 299, 307, 313, 320, 327, 345, 348, 353, 368, 376, 388, 393, 405, 407, 422, 460, 474, 494, 500, 507, 508, 525, 537, 538, 553, 571, 572, 579, 602, 622, 630, 639, 642, 661, 675, 685, 692, 717, 718, 724, 788, 804, 808, 813, 819</p>	<p>14, 116–117, 123, 184, 209, 208, 255, 286, 296, 315, 395, 417, 470, 561, 633, 655, 665</p>
<p><b>9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.</b></p> <p><b>Example:</b> Use electronic and print sources—such as autobiographies, diaries, maps, photographs, letters, newspapers, and government documents—to compare accounts and perspectives related to America’s involvement in the Vietnam conflict.</p>	<p>IN64–IN70, 26–27, 114–115, 220–221, 236–237, 272–273, 304–305, 324–325, 334–335, 364, 372–373, 378–380, 401, 407, 414, 432–433, 436–437, 472–473, 522–523, 534–535, 567, 573, 597,</p>	<p>IN52, 33, 43, 107, 123, 132, 136, 151, 263, 285, 314, 355, 369, 417, 444, 447, 461, 467, 475, 481, 503, 527, 533, 544, 589, 597, 603, 611, 617, 623, 663, 649, 695, 699, 735, 743, 751, 769, 799, 809, 821, 825</p>



# Focus on Indiana

United States History Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
	603, 611, 640–641, 658–659, 688–689, 710, 713, 719, 722, 748–749, 782–783, 792–793, 812–813	
<p><b>9.3 Investigate and interpret multiple causation in historical actions and analyze cause-and-effect relationships.</b></p> <p><b>Example:</b> The bombing of Pearl Harbor, the stock market crash and Great Depression, U.S. involvement in Afghanistan.</p>	IN64–IN66, IN68, IN70, 21, 22, 86, 93, 182, 194, 268, 313, 327, 376, 388, 405, 458, 553, 579, 622, 654, 664, 675, 685, 717, 777, 788, 804, 808, 819	99, 116–117, 151, 255, 258A, 287, 323, 417, 569, 573, 617, 677
<p><b>9.4 Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.</b></p> <p><b>Example:</b> The Scopes Trial, the Red Scare, Japanese internment during World War II, Watergate hearings and the actions of President Nixon, U.S. involvement in Iran and Iraq.</p>	IN64–IN65, IN68–IN69, 26–27, 114–115, 129, 169, 175, 187, 207, 219, 220–221, 236–237, 272–273, 275, 283, 304–305, 324–325, 334–335, 367, 381, 432–433, 436–437, 472–473, 522–523, 534–535, 629, 640–641, 658–659, 688–689, 729, 748–749, 782–783, 792–793	1A, 43, 133–134, 150, 177, 229, 272, 283, 287, 322, 355, 447, 481, 617, 643, 644, 649, 699, 735, 769
<p><b>9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.</b></p> <p><b>Example:</b> Use digital archives to research and make presentations about the women’s movement; the 2000 Presidential election; or current immigration issues.</p>	IN64–IN70, 27, 80, 133, 168, 190, 225, 274, 294, 299, 329, 389, 407, 435, 478, 497, 541, 567, 604, 627, 674, 696, 714, 748, 776, 812	IN44, 40, 43, 137, 151, 209, 233, 285, 298, 315, 329, 337, 349, 354, 355, 378, 417, 461, 467, 489, 589, 699, 735, 799, 805, 810
<p><b>9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.</b></p> <p><b>Example:</b> Herbert Hoover and the Great Depression; Japanese internment; the decision to drop the atomic bomb on Hiroshima; impeachment of President William Jefferson Clinton.</p>	IN67–IN68, 29, 41, 83, 103, 129, 169, 193, 199, 227, 239, 247, 253, 267, 313, 327, 367, 405, 415, 459, 471, 479, 522–523, 537, 553, 571, 661, 669, 691, 717, 745, 753, 759, 787, 791, 797, 807, 813	26, 32, 37, 39, 43, 80, 96, 102, 108, 124, 167–168, 172, 176, 207, 231, 264, 269, 273, 278, 281, 287, 355, 536, 600, 617, 666, 677, 699, 735, 756, 769, 818, 829



# Chapter Correlations: Academic Standards for United States History

Unit	Chapter	Academic Standards for United States History
Unit 1	Chapter 1 pp. 24–46	1.1, 1.2, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6
	Chapter 2 pp. 76–119	1.1, 1.2, 1.3, 1.4, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6
	Chapter 3 pp. 120–153	1.2, 1.3, 1.4, 9.1, 9.4, 9.5, 9.6
Unit 2	Chapter 4 pp. 156–179	2.2, 2.6, 9.1, 9.3, 9.4, 9.5, 9.6
	Chapter 5 pp. 180–211	2.1, 2.2, 2.3, 2.4, 3.7, 9.1, 9.3, 9.4, 9.5, 9.6
	Chapter 6 pp. 212–257	2.2, 2.3, 2.5, 2.7, 3.7, 9.1, 9.2, 9.4, 9.5, 9.6
Unit 3	Chapter 7 pp. 260–289	3.1, 3.2, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6
	Chapter 8 pp. 290–317	2.7, 3.5, 3.6, 3.8, 3.9, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6
	Chapter 9 pp. 318–357	3.1, 3.3, 3.4, 3.9, 4.3, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6
Unit 4	Chapter 10 pp. 360–397	4.1, 4.2, 4.3, 4.7, 4.8, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6
	Chapter 11 pp. 398–419	4.2, 4.4, 4.5, 4.7, 9.1, 9.2, 9.3, 9.5
	Chapter 12 pp. 420–449	4.4, 4.5, 4.6, 9.1, 9.2, 9.4, 9.5



# Focus on Indiana

Unit	Chapter	Academic Standards for United States History
<b>Unit 5</b>	Chapter 13 pp. 452–483	4.8, 5.1, 5.2, 5.3, 5.4, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6
	Chapter 14 pp. 484–529	5.3, 5.5, 5.6, 9.1, 9.2, 9.4, 9.5
	Chapter 15 pp. 530–563	5.3, 6.1, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6
	Chapter 16 pp. 564–591	6.1, 6.2, 6.4, 9.1, 9.2, 9.3, 9.6
<b>Unit 6</b>	Chapter 17 pp. 594–619	7.3, 7.4, 9.1, 9.2, 9.5
	Chapter 18 pp. 620–649	6.2, 6.3, 7.1, 7.2, 7.3, 9.1, 9.2, 9.3, 9.4, 9.5
	Chapter 19 pp. 652–677	7.5, 7.7, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6
	Chapter 20 pp. 680–701	7.1, 7.3, 7.4, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6
<b>Unit 7</b>	Chapter 21 pp. 704–737	7.1, 7.3, 7.4, 7.5, 7.6, 7.8, 8.2, 8.4, 8.5, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6
	Chapter 22 pp. 738–771	8.1, 8.2, 8.4, 8.5, 9.2, 9.4, 9.5, 9.6
	Chapter 23 pp. 772–801	7.4, 8.1, 8.2, 8.4, 8.5, 8.6, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6
	Chapter 24 pp. 802–831	8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 9.1, 9.2, 9.3, 9.5, 9.6



# Correlations: Academic Standards for Grade 11 English/Language Arts

Grade 11 English/Language Arts Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p><b>Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development</b>  <i>Students apply their knowledge of word origins (words from other languages, history or literature, and other fields) to determine the meaning of new words encountered in reading and use those words accurately.</i></p>		
<p><b>Vocabulary and Concept Development</b></p>		
<p><b>11.1.1 Understand unfamiliar words that refer to characters or themes in literature or history.</b></p> <p><b>Examples:</b> Understand the meaning of words like <i>Pollyannaish</i> (like Eleanor H. Porter's 1913 heroine Pollyanna who tended to find the good in everything) or <i>Seussian</i>, a reference to the alliterative and rhythmic style of children's author Dr. Seuss (Theodore Geisel).</p>	<p>4, 8, 10–12, 13, 16, 18, 20, 21, 22–26, 29, 43, 46–55, 57–75, 78–80, 83, 86–88, 90, 92–93, 94–95, 97, 99, 100, 102–105, 107–112–113, 117, 122, 124–126, 128–131, 133–134, 136–137, 140, 142–143, 145, 148–149, 151, 158–159, 161–170, 172–175, 177, 182, 184, 186–189, 191–194, 196–202, 204–207, 209, 214–219, 222–223, 225–227, 230–233, 238–239, 242–248, 250, 252–253, 255, 262, 264–272, 274–278, 280–281, 283, 287, 292–297, 299–302, 304, 306–311, 313, 315, 320–322, 324, 326–330, 332–333, 336, 339–345, 348–349, 351–353, 355, 362–363, 365, 367–368, 372, 374–376, 378, 380–385, 388–390, 393, 395, 400–403, 405–409, 412–415, 417, 422–425, 430–431, 434–442, 445, 447, 454–462, 465–466, 468, 470–471, 474–479, 481, 486, 488–489,</p>	<p>5, 30, 43, 48, 56, 59, 64, 97, 117, 135, 151, 162, 177, 191, 209, 234, 244, 250, 255, 287, 307, 315, 332, 342, 355, 395, 417, 447, 481, 527, 561, 589, 617, 643, 649, 658, 677, 689, 699, 728, 735, 769, 799, 809, 810, 823, 829</p>



# Focus on Indiana

Grade 11 English/Language Arts Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
	491–495, 497, 499–500, 502–504, 506–508, 512–515, 518–521, 522–525, 527, 532, 534, 536–538, 540–541, 545–546, 548, 550, 553–555, 557, 559, 561, 566–575, 577, 579, 582–587, 589, 596–597, 600–602, 604, 606–607, 610–615, 617, 622–624, 626–627, 629–632, 634, 636–637, 639, 642–647, 649, 654–658, 661, 664–665, 667, 669–670, 672, 675, 677, 682–692, 694–697, 699, 706–712, 714, 716–721, 723–727, 729–733, 735, 740, 743, 745–746, 748–749, 752–755, 758–759, 762–767, 769, 774–775, 777, 780, 782–783, 785, 787–791, 794–797, 799, 804–805, 807–811, 813–817, 819–820, 822–824, 826–827, 829	
<p><b>11.1.2 Apply knowledge of roots and word parts from Greek and Latin to draw inferences about the meaning of vocabulary in literature or other subject areas.</b></p> <p><b>Example:</b> While reading a biology textbook, understand specialized terms related to heredity, such as <i>genes</i>, <i>genetic</i>, <i>deoxyribonucleic acid (DNA)</i>, <i>genotype</i>, and <i>organism</i>.</p>		147, 218, 232, 243, 326, 435, 445, 461, 470, 601, 611, 612, 614, 665
<p><b>11.1.3 Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.</b></p> <p><b>Example:</b> Consider what is meant in a sentence that defines a story character with nonliteral comparisons, such as <i>Our softball coach wanted everyone to think he was a bear, but we all knew he was really a big teddy bear.</i></p>	263, 383, 389, 401, 536	25, 37, 58



Grade 11 English/Language Arts Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p><b>Standard 2 READING: Comprehension and Analysis of Nonfiction and Informational Text</b>  <i>Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List (<a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a>) illustrate the quality and complexity of the materials to be read by students. At Grade 11, in addition to regular classroom reading, students read a wide variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference materials, technical documents, and online information.</i></p>		
<p><b>Structural Features of Informational and Technical Materials</b></p>		
<p><b>11.2.1 Analyze both the features and the rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.</b></p> <p><b>Example:</b> Evaluate a famous political speech, such as Martin Luther King, Jr.'s "I Have a Dream" speech or Edward R. Murrow's "Speech to the Radio and Television News Directors Association (RTNDA) Convention" in Chicago on October 15, 1958, and describe the rhetorical devices used to capture the audience's attention and convey a unified message.</p>	<p>27, 40, 89, 101, 273, 423, 432, 433, 603, 625, 635, 637</p>	<p>355, 481, 603</p>
<p><b>Analysis of Grade-Level-Appropriate Nonfiction and Informational Text</b></p>		
<p><b>11.2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.</b></p> <p><b>Example:</b> Read <i>The Assassination of Lincoln: History and Myth</i> by Lloyd Lewis and <i>The Day Lincoln Was Shot</i> by Jim Bishop and evaluate how each communicates information to the reader and which style is more effective for the reader.</p>		<p>403, 472</p>
<p><b>11.2.4 Make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.</b></p> <p><b>Example:</b> Read Alexis de Tocqueville's <i>Democracy in America</i> or John Steinbeck's <i>Travels with Charley</i> and support agreement or disagreement with the author's assertions by citing evidence from the text.</p>	<p>27, 40, 89, 135, 231, 237, 263, 273, 303, 309, 312, 325, 331, 335, 401, 423, 433, 437, 443, 477, 505, 523, 535, 536, 599, 625, 635, 637, 641, 645, 659, 673, 683, 689, 715, 749, 783, 793</p>	<p>37, 80, 203, 225, 240, 241, 245, 264, 271, 280, 335, 346, 353, 355, 402, 438, 464, 467, 481, 520, 636, 637, 666, 671, 675, 694, 696, 725, 792, 793</p>
<p><b>11.2.5 Analyze an author's implicit and explicit assumptions and beliefs about a subject.</b></p> <p><b>Example:</b> Relate core concepts in self-government as they are conveyed by the Bill of Rights, the Declaration of Independence, and the U.S. Constitution. Discuss how these concepts and ideals continue in American society today.</p>	<p>27, 101, 125, 218, 251, 263, 273, 305, 331, 401, 433, 437, 443, 505, 523, 551, 625, 626, 635, 637, 641, 645, 659, 673, 683, 689, 749, 783, 793</p>	<p>335, 346, 355, 481, 539, 637, 683</p>



# Focus on Indiana

Grade 11 English/Language Arts Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<b>Expository (Informational) Critique</b>		
<p><b>11.2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents, speeches, or essays; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counter-claims.</b></p> <p><b>Example:</b> Critique how Martin Luther King, Jr.'s use of biblical, philosophical, and political references in "Letter from Birmingham Jail" advance the purpose of his essay. Read selected essays by Susan B. Anthony and Eleanor Roosevelt, and critique the authors' respective arguments about women's suffrage, gender equity, and women's place in organized labor.</p>	27, 109, 115, 220–221, 237, 251, 273, 325, 331, 335, 365, 401, 433, 437, 464, 523, 625, 641, 645, 659, 715, 749, 783	355, 437, 476, 481, 569, 613, 637, 735



Grade 11 English/Language Arts Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p><b>Standard 3 READING: Comprehension and Analysis of Literary Text</b>  <i>Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (available online at <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a>), which illustrate the quality and complexity of the materials to be read by students. At Grade 11, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.</i></p>		
<p><b>Analysis of Grade-Level-Appropriate Literary Text</b></p>		
<p><b>11.3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.</b>   <b>Example:</b> Analyze the development of the theme of self-reliance in <i>Master and Commander</i> by Patrick O'Brien.</p>	<p>101, 231, 334, 383, 389</p>	<p>101, 258, 301, 414</p>
<p><b>11.3.5 Analyze or evaluate works of literary or cultural significance in history (American, English, or world) that:</b></p> <ul style="list-style-type: none"> <li>• reflect a variety of genres in each of the respective historical periods.</li> <li>• were written by important authors in the respective major historical periods.</li> <li>• reveal contrasts in major themes, styles, and trends.</li> <li>• reflect or shed light on the seminal philosophical, religious, social, political, or ethical ideas of their time.</li> </ul> <p><b>Example:</b> Evaluate different works of American fiction as representations of a certain period in American history, including works such as <i>Uncle Tom's Cabin</i> by Harriet Beecher Stowe, <i>Red Badge of Courage</i> by Stephen Crane, <i>The Great Gatsby</i> by F. Scott Fitzgerald, and <i>The Joy Luck Club</i> by Amy Tan.</p>	<p>R62–R81</p>	<p>18, 100, 135, 301, 350, 383, 468, 552</p>
<p><b>Literary Criticism</b></p>		
<p><b>11.3.7 Analyze the clarity and consistency of political assumptions (statements that take for granted something is true), beliefs, or intentions in a selection of literary works or essays on a topic.</b>   <b>Example:</b> Analyze or evaluate how the assumptions in <i>All Quiet on the Western Front</i> by Erich Maria Remarque advance the story.</p>		<p>355, 481, 731, 735</p>



# Focus on Indiana

Grade 11 English/Language Arts Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p><b>Standard 4 WRITING: Processes and Features</b>  <i>Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates students' progression through the stages of the writing process (prewriting, writing, editing, and revising).</i></p>		
<p><b>Organization and Focus</b></p>		
<p><b>11.4.2</b> Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.</p>	<p>13, 21, 29, 41, 83, 93, 103, 113, 129, 137, 165, 175, 187, 193, 199, 207, 219, 227, 239, 247, 253, 267, 275, 283, 307, 313, 327, 333, 345, 353, 367, 381, 385, 405, 415, 439, 445, 459, 465, 471, 479, 507, 515, 545, 553, 571, 607, 615, 629, 639, 661, 669, 675, 685, 691, 697, 711, 717, 733, 753, 759, 767, 787, 791, 807, 813, 819, 827</p>	<p>13, 17, 25, 37, 39, 59, 100, 107, 124, 167, 203, 273, 281, 287, 321, 322, 325, 340, 350, 423, 435, 504, 527, 573, 684, 744, 818</p>
<p><b>11.4.3</b> Use point of view, characterization, style, and related elements for specific narrative and aesthetic (artistic) purposes.</p>	<p>13, 21, 29, 41, 83, 93, 113, 129, 137, 165, 169, 175, 193, 207, 219, 239, 247, 253, 275, 283, 307, 313, 327, 345, 353, 347, 385, 415, 439, 607, 629, 647, 661, 669, 675, 691, 711, 767, 807, 819</p>	<p>8, 23, 25, 37, 90, 91, 105, 107, 124, 133, 141, 172, 177, 190, 196, 197, 201, 203, 207, 264, 269, 273, 277, 281, 287, 321, 322, 324, 325, 347, 352, 364, 393, 492, 501, 632, 384, 688, 748</p>
<p><b>11.4.4</b> Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.</p>	<p>149, 199, 227, 267, 381, 445, 459, 479, 507, 515, 537, 545, 553, 559, 571, 579, 587, 601, 615, 661, 669, 691, 697, 717, 723, 729, 733, 745, 753, 787, 797, 807, 813</p>	<p>108, 123, 287, 325, 355, 387, 428, 433, 577, 617, 699, 749, 829</p>
<p><b>11.4.5</b> Enhance meaning using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.</p>	<p>41, 103, 333, 471, 559, 587, 601, 661, 691, 759, 787, 791</p>	



Grade 11 English/Language Arts Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<b>Research Process and Technology</b>		
<b>11.4.7</b> Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources.	IN66–IN67, 431, 493	20, 488, 490, 496, 502, 506, 510, 520, 527, 581, 617, 699, 714, 720, 735, 741, 741, 755, 763, 768
<b>11.4.8</b> Use systematic strategies to organize and record information, such as anecdotal scripting or annotated bibliographies.		5, 315, 456, 458, 465, 468, 512, 533, 552, 634, 689, 722, 734, 768
<b>11.4.9</b> Use a computer to integrate databases, pictures and graphics, and spreadsheets into word-processed documents.		173, 315, 378, 435
<b>Evaluation and Revision</b>		
<b>11.4.10</b> Review, evaluate, and revise writing for meaning, clarity, achievement of purpose, and mechanics.		271, 277, 413, 441, 481, 648, 649, 671
<b>11.4.11</b> Edit and proofread one’s own writing, as well as that of others, using an editing checklist.		254, 271, 277, 441, 481, 648, 649
<b>11.4.13</b> Integrate quotations and citations into a written text while maintaining the flow of ideas.		355, 447, 481



# Focus on Indiana

Grade 11 English/Language Arts Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p><b>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)</b>  <i>At Grade 11, students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (research reports of 1,200 to 1,500 words or more). Students are introduced to writing reflective compositions and historical investigation reports and become familiar with the forms of job applications and résumés. Students deliver multimedia presentations on varied topics. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</i></p> <p><i>In addition to producing the different writing forms introduced in earlier grades, Grade 11 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:</i></p>		
<p><b>11.5.1 Write fictional, autobiographical, or biographical narratives that:</b></p> <ul style="list-style-type: none"> <li>• narrate a sequence of events and communicate their significance to the audience.</li> <li>• locate scenes and incidents in specific places.</li> <li>• describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of autobiography or fiction, use interior monologue (what the character says silently to self) to show the character’s feelings.</li> <li>• pace the presentation of actions to accommodate changes in time and mood.</li> </ul> <p><b>Example:</b> Read several short essays by writers on the practice of writing, such as an excerpt from Anne Lamott’s <i>Bird by Bird</i> or essays by Wallace Stegner or the first chapter of Eudora Welty’s <i>One Writer’s Beginnings</i>. Write an essay on how reading and/or writing have been significant in your life.</p>	<p>13, 21, 93, 113, 115, 129, 137, 165, 175, 187, 207, 219, 253, 275, 283, 307, 327, 345, 353, 385, 393, 405, 465, 525, 607, 685, 767, 819</p>	<p>IN48, 8, 23, 25, 35, 91, 105, 162, 176, 177, 186, 189, 287, 314, 322, 350, 352, 369, 394, 511, 534, 588, 623, 632, 683, 684, 763</p>
<p><b>11.5.2 Write responses to literature that:</b></p> <ul style="list-style-type: none"> <li>• demonstrate a comprehensive understanding of the significant ideas in works or passages.</li> <li>• analyze the use of imagery, language, universal themes, and unique aspects of the text.</li> <li>• support statements with evidence from the text.</li> <li>• demonstrate an understanding of the author’s style and an appreciation of the effects created.</li> <li>• identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</li> </ul> <p><b>Example:</b> After reading “The Fall of the House of Usher” by Edgar Allan Poe (an example of observer narration), “The Prison” by Bernard Malamud (an example of single character point of view), and “The Boarding House” by James Joyce (an example of the multiple character point of view), analyze in an essay how the authors’ choices of literary narrator made a difference in the response of the reader. Reference examples from throughout the works in support of a position.</p>	<p>383, 389</p>	<p>383, 584</p>



Grade 11 English/Language Arts Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p><b>11.5.9</b> Write academic essays, such as an analytical essay, a persuasive essay, a research report, a summary, an explanation, a description, or a literary analysis that:</p> <ul style="list-style-type: none"> <li>• develops a thesis.</li> <li>• creates an organizing structure appropriate to purpose, audience, and context.</li> <li>• includes accurate information from primary and secondary sources and excludes extraneous information.</li> <li>• makes valid inferences.</li> <li>• supports judgments with relevant and substantial evidence and well-chosen details.</li> <li>• uses technical terms and notations correctly.</li> <li>• provides a coherent conclusion.</li> </ul>	<p>IN64–IN65, IN68–IN69, 45, 119, 149, 153, 179, 211, 257, 289, 299, 317, 357, 397, 419, 449, 483, 529, 563, 591, 619, 651, 679, 701, 737, 771, 801, 831</p>	<p>IN48, 42, 123, 151, 314, 355, 384, 481, 519, 600, 612, 627, 628, 649, 698, 699, 719, 725, 735, 743, 750, 751, 777, 789, 809, 818, 829</p>
<p><b>11.5.3</b> Write reflective compositions that:</p> <ul style="list-style-type: none"> <li>• explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.</li> <li>• draw comparisons between specific incidents and broader themes that illustrate the writer’s important beliefs or generalizations about life.</li> <li>• maintain a balance in describing individual events and relating those events to more general and abstract ideas.</li> </ul> <p><b>Example:</b> Select a quotation that is particularly meaningful. Explain the significance of the quotation.</p>	<p>777, 827</p>	<p>54, 73, 276, 370, 390, 498, 544, 569, 578, 581, 588, 623, 658, 782, 796</p>
<p><b>11.5.4</b> Write historical investigation reports that:</p> <ul style="list-style-type: none"> <li>• use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.</li> <li>• analyze several historical records of a single event, examining critical relationships between elements of the topic.</li> <li>• explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.</li> <li>• include information from all relevant perspectives and take into consideration the validity and reliability of sources.</li> <li>• include a formal bibliography.</li> </ul> <p><b>Example:</b> Examine prominent historians’ comments on <i>Democracy in America</i> by Alexis de Tocqueville and explain how they evaluate the relevance of Tocqueville’s insights for today.</p>	<p>IN64–IN65, IN68–IN69</p>	<p>49, 52, 123, 151, 172, 295, 342, 350, 355, 447, 481, 558, 583, 585, 699, 708, 735</p>



# Focus on Indiana

Grade 11 English/Language Arts Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p><b>11.5.8</b> Deliver multimedia presentations that:</p> <ul style="list-style-type: none"><li>• combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images.</li><li>• select an appropriate medium for each element of the presentation.</li><li>• use the selected media skillfully, editing appropriately, and monitoring for quality.</li><li>• test the audience's response and revise the presentation accordingly.</li></ul> <p><b>Example:</b> Prepare a multimedia presentation about Indiana authors. Support the presentation with visual images and video clips. Create a literary map of Indiana, with visuals that have been found or created, showing authors' hometowns, photographs, and biographies.</p>	IN66	19, 254, 263, 269, 273, 277, 286, 321, 329, 337, 349, 354, 373, 379, 390, 462, 503, 550, 586, 592A, 617, 714, 799
<b>Research Application</b>		
<p><b>11.5.10</b> Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"><li>• uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.</li><li>• synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions.</li><li>• demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.</li><li>• demonstrates that sources have been evaluated for accuracy, bias, and credibility.</li><li>• incorporates numeric data, charts, tables, and graphs.</li><li>• organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).</li></ul> <p><b>Example:</b> Develop a research report based on an important author in contemporary times. Include perspectives from newspapers, Web sites, interviews, and accounts of critics and friends. Include a bibliography of works. Place the author's works in the larger societal context of time and indicate how the author's works have impacted the literary or historical world.</p>	IN64–IN66, IN69	151, 447, 699, 735



Grade 11 English/Language Arts Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<b>Standard 6 WRITING: English Language Conventions</b> <i>Students write using Standard English conventions.</i>		
<b>11.6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.</b>	IN64–IN70, 45, 119, 153, 179, 211, 257, 289, 317, 357, 397, 419, 449, 483, 529, 563, 591, 619, 651, 679, 701, 737, 771, 801, 831	151, 177, 287, 355, 447, 481, 649, 699, 735, 829
<b>11.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.</b>	IN64–IN70, 45, 119, 153, 179, 211, 257, 289, 317, 357, 397, 419, 449, 483, 529, 563, 591, 619, 651, 679, 701, 737, 771, 801, 831	151, 177, 287, 355, 447, 481, 649, 699, 735, 829



# Focus on Indiana

Grade 11 English/Language Arts Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p><b>Standard 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications</b>  <i>Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. Students deliver polished formal and extemporaneous presentations that combine traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.</i></p>		
<p><b>Analysis and Evaluation of Oral and Media Communications</b></p>		
<p><b>11.7.9</b> Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating of stereotypes; and using visual representations, special effects, and language).</p>	<p>240–241, 373, 379, 380, 432–433, 501, 506, 576, 580–581, 778–779</p>	<p>252, 373</p>
<p><b>11.7.10</b> Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.</p>		<p>592, 600, 667</p>
<p><b>11.7.11</b> Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers).</p>	<p>45, 119, 153, 211, 220–221, 257, 289, 317, 334–335, 356, 397, 419, 432–433, 449, 483, 529, 563, 591, 619, 651, 679, 701, 737, 771, 801, 831</p>	<p>592</p>
<p><b>11.7.12</b> Critique a speaker’s use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience.</p>	<p>433–434, 464</p>	



Grade 11 English/Language Arts Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<b>Speaking Applications</b>		
<p><b>11.7.16</b> Deliver reflective presentations that:</p> <ul style="list-style-type: none"> <li>• explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.</li> <li>• draw comparisons between the specific incident and broader themes to illustrate beliefs or generalizations about life.</li> <li>• maintain a balance between describing the incident and relating it to more general, abstract ideas.</li> </ul>		154A
<p><b>11.7.17</b> Deliver oral reports on historical investigations that:</p> <ul style="list-style-type: none"> <li>• use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position on the topic).</li> <li>• analyze several historical records of a single event, examining each perspective on the event.</li> <li>• describe similarities and differences between research sources, using information derived from primary and secondary sources to support the presentation.</li> <li>• include information on all relevant perspectives and consider the validity (accuracy and truthfulness) and reliability (consistency) of sources.</li> </ul>	IN66	79, 105, 108, 379, 417, 469, 476, 520, 527, 536, 547, 548, 604, 605, 677, 769, 799, 822
<p><b>11.7.19</b> Deliver multimedia presentations that:</p> <ul style="list-style-type: none"> <li>• combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.</li> <li>• select an appropriate medium for each element of the presentation.</li> <li>• use the selected media skillfully, editing appropriately and monitoring for quality.</li> <li>• test the audience’s response and revise the presentation accordingly.</li> </ul>	IN66	19, 254, 263, 269, 273, 277, 286, 321, 329, 337, 349, 354, 373, 379, 390, 417, 462, 503, 550, 586, 589, 592A, 617, 714, 799
<p><b>11.7.20</b> Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (for example, stage a presentation of Hamlet’s soliloquy “To Be or Not to Be”).</p>		603



# Focus on Indiana

Core Standards for United States History	Student Edition Pages	Teacher Wraparound Edition Pages
<b>CORE STANDARD 1 <i>Industrialization, Individuals, and the Economy</i></b>		
<p>Explain the factors that were necessary for industrialization in the United States. Explain the effects that industrialization had on immigration, urbanization, labor, and government regulation.</p> <p><b>[Standards Indicators: USH.2.1, USH.2.2, USH.2.3, USH.2.4, USH.2.5, USH.3.7, USH.3.8]</b></p>	180–239, 300–303	184–187, 189–193, 196–199, 201–208, 215–221, 223–229, 235–239, 243, 301–303
<b>CORE STANDARD 2 <i>Reform Movements</i></b>		
<p>Connect the causes, ideas, events, achievements, and consequences of reform movements of the late nineteenth and early twentieth centuries, including the Progressive movement.</p> <p><b>[Standards Indicators: USH.3.5, USH.3.6, USH.3.8, USH.3.9]</b></p>	230–232, 236–247, 252–253, 292–317, 380–381	231, 237, 241, 243–245, 252–253, 293–299, 300–307, 309–313
<b>CORE STANDARD 3 <i>Expanding Global Influence and World War I</i></b>		
<p>Explain how the United States increased its role in global affairs, culminating with its emergence as a major global power at the end of World War I.</p> <p><b>[Standard Indicators: USH.3.1, USH.3.2, USH.3.3, USH.3.4]</b></p>	260–289, 318–357	263–267, 269–275, 277–283, 321–327, 337–345
<b>CORE STANDARD 4 <i>The 1920s</i></b>		
<p>Describe how key events, people, and groups in 1920s America reflect the conflicting values and changing society of those living in the period of prosperity before the Great Depression.</p> <p><b>[Standard Indicators: USH.4.1, USH.4.2, USH.4.3]</b></p>	360–397	363–367, 369–375, 377–381, 383–387, 389–393



Core Standards for United States History	Student Edition Pages	Teacher Wraparound Edition Pages
<b>CORE STANDARD 5 <i>The Great Depression</i></b>		
<p>Give examples of the causes and effects of the Great Depression and describe the government's responses to the Great Depression. Analyze the conflicts between business, government, and labor that occurred during the 1930s.</p> <p><b>[Standard Indicators: USH.4.4, USH.4.5, USH.4.6]</b></p>	398–449	401–405, 407–411, 413–415, 423–433, 435–439, 441–445
<b>CORE STANDARD 6 <i>World War II</i></b>		
<p>Analyze the events that led to the United States' involvement in World War II. Describe key events, places, and people involved with the causes and course of World War II. Give examples of the economic and social changes in American life resulting from World War II.</p> <p><b>[Standard Indicators: USH.5.1, USH.5.2, USH.5.3, USH.5.4, USH.5.5, USH.5.6]</b></p>	452–529, 566–567	458–459, 461–465, 467–473, 475–479, 487–493, 495–499, 501–507, 509–517, 519–525, 567
<b>CORE STANDARD 7 <i>The Cold War</i></b>		
<p>Describe key events, people, and groups related to the causes, conditions, and consequences of the Cold War. Give examples of how Cold War events continue to influence the United States.</p> <p><b>[Standards Indicators: USH.6.1, USH.7.5, USH.7.6, USH.7.7, USH.8.2]</b></p>	530–563, 602–607, 682–685, 709–711, 722–723, 751–753, 762–765	450A, 533–537, 539–545, 547–553, 555–559, 605–606, 710, 763–765
<b>CORE STANDARD 8 <i>Conflicts with Other Nations</i></b>		
<p>Describe key events, people, and groups related to the causes, conditions, and consequences of conflicts such as the Korean War and Vietnam.</p> <p><b>[Standards Indicators: USH.6.1, USH.7.5, USH.7.7, USH.8.2]</b></p>	542–545, 602–607, 652–679, 709–711, 722–723, 751–753, 762–765, 808–819	542–587, 612–615, 623–629, 631–641, 643–647, 687–691, 693–697, 725–729



# Focus on Indiana

Core Standards for United States History	Student Edition Pages	Teacher Wraparound Edition Pages
<b>CORE STANDARD 9 <i>Civil Rights</i></b>		
<p>Compare and contrast key events, people, and groups related to the causes, conditions, and consequences of the struggle for civil rights.</p> <p><b>[Standards Indicators: USH.6.2, USH.6.3, USH.7.1, USH.7.2, USH.7.3, USH.7.4, USH.8.5]</b></p>	<p>491–493, 502–503, 611–615, 620–648, 686–697, 724–729</p>	<p>583–587, 612–615, 623–629, 631–641, 643–647, 687–691, 693–697, 725–729</p>
<b>CORE STANDARD 10 <i>Foreign Policy Since World War II</i></b>		
<p>Evaluate the United States government’s responses to past and present foreign policy issues (e.g., terrorism, human rights, refugees, energy supplies and crises [OPEC], the threat of nuclear weapons, the growth and globalization of Asian economies) and explain the historical background of those issues.</p> <p><b>[Standards Indicators: USH.6.1, USH.7.5, USH.7.6, USH.8.2, USH.8.6]</b></p>	<p>538–545, 554–559, 602–607, 654–661, 670–675, 709–711, 722–723, 751–753, 789, 794–797, 808–819</p>	<p>751–753, 763–765, 786–787, 795–797, 809–813, 818–819</p>
<b>CORE STANDARD 11 <i>Domestic Policy Since 1980</i></b>		
<p>Give examples of domestic issues facing the United States from 1980 to the present. Explain the historical background of these issues and analyze them within a larger global context.</p> <p><b>[Standard Indicators: USH.8.1, USH.8.2, USH.8.3, USH.8.4, USH.8.5]</b></p>	<p>740–750, 758–759, 766–767, 780–785, 788–793, 797, 811–813, 822–827</p>	<p>741–745, 747–750, 758–759, 766–767, 781–785, 789–793, 811–813, 822–827</p>